DOCUMENT RESUME

ED 055 732 RE 003 826

TITLE Lay Tutor Reading Improvement Program.
INSTITUTION East Charles Mix Independent School District 102, Wagner, S. Dak.
PUB DATE 10 Jul 71
NOTE 69p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Elementary Grades; Inservice Programs; *Lay Teachers; Reading Improvement; *Reading Research; *Remedial Reading Programs; *Tutorial Programs

ABSTRACT

The Title III reading program in the Wagner, South Dakota, school district was intended to increase the reading levels of selected elementary school children through the use of lay tutors. The 167 children with reading levels considerably below their grade level were selected to participate. Consultants were used to give intensive inservice training to 21 lay tutors. Evaluation after 1 year of the tutoring program indicated (1) that teachers and tutors have positive attitudes toward the program, (2) that test scores on the Durrell Listening-Reading Test showed positive cognitive effect of the program, (3) that Iowa Tests of Basic Skills scores indicated students were making as much or more progress in the program than before the program, and (4) that other test scores showed students to be at or slightly below their grade norms in reading achievement. Suggestions for improving the program were made. Tables of data on expenditures, test results, evaluations by teachers and tutors, list of materials used, and sample evaluation forms are included. (AL)

ED055732

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ELEMENTARY AND SECONDARY EDUCATION ACT

TITLE III, P.L. 89-10

Continuation of Application

For 1971-72

LAY TUTOR READING IMPROVEMENT PROGRAM

East Charles Mix Independent School District #102
Andes Central Independent School District #103
St. Paul's Indian Mission

Submitted by

East Charles Mix Independent School District #102
Wagner, South Dakota
July 10, 1971

RE003 826

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED055732

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PART - I

STATISTICAL REPORT

Lay Tutor Reading Improvement Program

East Charles Mix Independent School District #102
Andes Central Independent School District #103
St. Paul's Indian Mission

Submitted by

East Charles Mix Independent School District #102
Wagner, South Dakota
July 10, 1971

AP - 71 - 2

PART I

STATISTICAL REPORT

Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A: General Project Information

1. Reason for Submission
   - a. [ ] Preliminary Proposal
   - b. [ ] Formal Proposal
   - c. [X] Continuation Application
     - [X] 2nd Budget Period
     - [ ] 3rd Budget Period
   - d. [ ] End of Project Report

2. Project No. 51 - 0002 - 6

3. Project Title (Five Words or Less)
   Lay Tutor Reading Improvement Program

4. Project Focus
   a. Check the Appropriate Categories
   - [ ] Planning of Program Only
   - [ ] Planning and Operation
   - [X] Innovation
   - [ ] Exemplary
   - [X] Demonstrative

   b. Brief Program Description
   General Elementary grades 1-6 Lay Tutor Reading Program, cooperative project of two public and one private elementary schools.

5. Applicant District
   East Charles Mix Independent School District #102

c. _____ Percent of Project Serving Needs of Handicapped Pupils

6. Address
   Wagner, South Dakota 57380

7. County Charles Mix

8. Congressional District (s)
   Second (2)

9. Name of Superintendent	10. Address	Phone No. / Area Code
Jim P. Smith	Wagner, South Dakota 57380	384-3677 / 605
11. Name of Project Director	12. Address	Phone No. / Area Code
Harold V. Settje	Wagner, South Dakota 57380	384-3261 or 384-3677 / 605

I hereby certify that the information contained in this application is to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this application.

Signature and Title of Person Authorized to Receive Grant	Date Submitted
Jim P. Smith	July 10, 1971

SECTION B: TITLE III BUDGET SUMMARY FOR PROJECT

Breakdown of Total Estimated Budget by Source	Budget Period			TOTALS
	First	Second	Third	
1. State Title III Funds	52,013.00	56,556.00	54,760.00	163,329.00
2. Other Federal Funds				
3. Local Funds				
4. Other Funds				
TOTALS	52,013.00	56,556.00*	54,760.00	163,329.00
5. Amount of Line 1 Budgeted for Handicapped				

SECTION C: PUPIL POPULATION DATA

1. Membership and Participation			Pre-Kindergarten	Kindergarten	Grades 1 - 6	Grades 7 - 12	TOTAL
a.	Membership of Schools Served by Title III Project	Public Schools	-------	103	814	671	1588
		Non Public Schools	-------	-------	131	210	341
b.	Number of Students Participating in Title III Project	Pubiic Schools	-------	-------	814	-------	814
		Non Public Schools	-------	-------	131	-------	131
c.	Circle Grade Levels of Participating Pupils Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12						

2. Racial / Ethnic Data			Negro	Indian	Oriental	Spanish Surnamed	Caucasion	Other	TOTAL
a.	School Membership			579			1350		1929
b.	Project Participants	General		306			639		945
c.		Handicapped							

3. Other Project Data

a.	Total Student Participation	No.	945
b.	Staff Engaged in In-service Training	No.	68
c.	Other Adults	No.	0
d.	Total Number of Project Participants (a through c)	No.	1013
e.	Current Per Pupil Expenditure (Excluding Federal Support) of applicant district	Cost	487.00
f.	Current Per Pupil Expenditure (Including Federal Support) of applicant district	Cost	607.00
g.	Additional Per Pupil Expenditure for Project Participants	Cost	56.00
h.	Estimated Percentage of Target Group which is:		
	Urban (More than 50,000 Inhabitants)	%	
	Rural (Less than 2,500 Inhabitants)	%	100
	Other Demographic Areas (From 2,500 to 50,000 Inhabitants)	%	

* If Federal Law Increases minimum wage from $1.60 per hr. to $2.00 tutor salary cost would increase $4,590.00 for a total budget of $61,146.00

SECTION D: TOTAL PROJECT STAFF

School Personnel by Function	Number of Personnel Assigned to Project						Total Full Time Equiv.
	Paid from Title III Funds			Not Paid from Title III Funds			
	Full Time	At Least Half Time	Less Than Half Time	Full Time	At Least Half Time	Less Than Half Time	
1. Admin. / Supervision	1						1
2. Teachers - General							
a. Pre - Kindergarten							
b. Kindergarten							
c. Grades 1 - 6						45	2
d. Grades 7 - 12							
e. Other							
3. Teachers - Handicapped							
a. Trainable Mentally Retarded							
b. Educable Mentally Retarded							
c. Hard of Hearing							
d. Deaf							
e. Speech Impaired							
f. Visually Impaired							
g. Emotionally Disturbed							
h. Crippled							
i. Learning Disabled							
j. Other Health Impaired							
4. Sub. Matter Specialists							
5. Technicians (A.V., Computer, etc)							
6. Pupil Personnel Workers							
7. Health Services							
8. Evaluators							
9. Disseminators							
10. Other Professional							
11. Paraprofessionals, Aides Tutors	18						18
12. Community Liaison Personnel							
13. Other Nonprofessionals							
a. Clerical	1					1	1.20
b. Other							

SECTION E: Number of person who participated in programs or services and estimated cost

		PROGRAMS OR SERVICES	Pupils by Grade Level (Public and Nonpublic) Pre-K	K	Grades 1 - 6	Grades 7 - 12	Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive in-service Training	ESTIMATED COST
DIRECT EDUCATIVE SERVICES	BASIC SKILLS	1. Remedial a. English language arts (except reading)								
		b. Reading			157		27		66	26621.00
		c. Cultural - specify								
		d. Social sciences/social studies								
		e. Natural science and mathematics								
		f. Other - specify								
		2. Regular Enrichment g. English language arts (except reading)								
		b. Reading								
		c. Cultural - specify								
		d. Social sciences/social studies								
		e. Natural sciences and mathematics								
		f. Other - specify								
		3. Diff. Curriculum for Handicapped a. Trainable mentally retarded								
		b. Educable mentally retarded								
		c. Hard of hearing								
		d. Deaf								
		e. Speech impaired								
		f. Visually impaired								
		g. Emotionally disturbed								
		h. Crippled								
		i. Learning disabled								
		j. Other health impaired								
		4. Vocational Skills and Attitudes								
		5. Textbooks								
SUPPORTING SERVICES		1. a. Audiovisual Materials								
		b. Books, Periodicals etc. (Except Textbooks)								
		c. Library, AV, other media personnel								
		2. a. Vocational Guidance and Counseling								
		b. Other Guidance and Counseling								
		3. Testing			945		131			801.00
		4. School Psychological Services								
		5. Attendance and School Social Work								
		6. Health Services								
		7. Pupil Transportation								
		8. Food Services								
		9. Clothing								
		10. Student Subsidies								
		11 Special Services for Handicapped a. Trainable Mentally Retarded								
		b. Educable Mentally Retarded								
		c. Hard of Hearing								
		d. Deaf								
		e. Speech Impaired								
		f. Visually Impaired								
		g. Emotionally Disturbed								
		h. Crippled								
		i. Learning Disabled								
		j. Other Health Impaired								
		12 Other Pupil Services								

SECTION E CONTINUED

PROGRAMS OR SERVICES	Pupils by Grade Level (Public and Nonpublic)				Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive in-service Training	ESTIMATED COST
	Pre-K	K	Grades 1 - 6	Grades 7 - 12				
1. General Administration								
a. Information Dissemination			945		131			500.00
b. Other			945		131			2636.00
2. Instructional Administration								
a. School Wide Direction & Management								
b. System Wide Direction & Management			945		131			3846.00
c. Instructional Supervision			157		27			7693.00
3. Program Development								
a. Research and Development								
b. Planning								
c. Evaluation			945		131			4735.00
d. Demonstration								
4. Personnel Development (in-service training)							66	1271.00
5. Maintenance and Operation of Plant								1496.00
6. Fixed Charges								2234.00
7. Other Supporting Services								
8. Ancillary Services								
9. Capital Outlay								
a. Sites and Buildings								
b. Audiovisual Equipment								
c. Other Instructional Equipment								
d. Noninstructional Equipment								180.00

B - 71 - 3

PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P. L. 89-10, AS AMENDED

Name and Address of Local Educational Agency:
East Charles Mix Independent School Dist. #102
Wagner, South Dakota 57380

Project Number: 51-0002-6

Budget Period of this Report
from Sept. 1, 1970
to Aug. 31, 1971

Report Purpose: Check One
- [ ] Proposed Budget Summary
- [ ] Negotiated Budget
- [ ] Quarterly Expenditure Report
- [X] Final Expenditure Report ESTIMATED

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-Professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100	2126.00		650.00	360.00				3136.00	3136.00	00.
2. Instruction	200	10661.00	26187.00	2453.00	4092.00	1574.00			44967.00	44967.00	00.
3. Attendance Services	300										
4. Health Services	400										
5. Pupil Transportation Services	500										
6. Operation of Plant	600							386.00	386.00	386.00	00.
7. Maintenance of Plant	700							30.00	30.00	30.00	00.
8. Fixed Charges (Except 830)	800							2234.00	2234.00	2234.00	00.
9. Leasing of Facilities	830			1080.00					1080.00	1080.00	00.
10. Food Services	900										
11. Student Body Activities	1000										
12. Connumity Services	1100										
13. Improvement to Sites	12100										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	12200										
16. Capital Outlay (Equipment only)	1230						180.00		180.00	180.00	00.
17. BUDGET TOTALS		12787.00	26187.00	4183.00	4452.00	1574.00	180.00	2650.00	52013.00	52013.00	00.
18. Obligations and Expenditures to Date											
19. Balances Available: Line 17 minus Line 18											

This fiscal report is correct and the expenditures included herein are deemed properly chargeable to the grant award.

(7)

Lawrence P. Smith — July 10, 1971
Date Reported

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 100

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
100	SALARIES PROFESSIONAL								
	Project Coordinator will use 1/6 of his time for Administration and Supervision		X	12 months	$ 177.16		$2,126.00	$2,126.00	00.00
100	CONTRACTED SERVICES								
	Vouchers and payroll through applicant district, East Charles Mix Independent School District.								
	Fiscal record keeping	X		12 months	$ 50.00		$ 600.00	$ 600.00	00.00
	Audit of records		X		50.00		50.00	50.00	00.00
							$ 650.00	$ 650.00	
100	MATERIALS AND SUPPLIES								
	Vouchers and bookkeeping supplies						$ 50.00	$ 50.00	00.00
	Postage			1,000 stamps	.06		60.00	60.00	00.00
	Envelopes			1,000	.02		20.00	20.00	00.00
	Stationery			2,000 sheets	.015		30.00	30.00	00.00
	Miscellaneous office supplies File folders, paper, pens, Staples, typewriter ribbons, and other consumable supplies.						200.00	200.00	00.00
							$ 360.00	$ 360.00	
					GRAND	TOTAL	$3,136.00	$3,136.00	

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
200	SALARIES PROFESSIONAL								
	Project Coordinator	90%		12 months	$ 885.33		$10,661.00	$10,661.00	00.00
200	SALARIES NON-PROFESSIONAL								
	Tutors		X	14,581 hr.	$ 1.60		$23,330.00	$23,330.00	00.00
	Clerk-Typist-Secretary	X		1,632 hr.	1.75		2,857.00	2,857.00	00.00
							$26,187.00	$26,187.00	
200	CONTRACTED SERVICES								
	Consultive service								
	Tutor Training			2 weeks			$ 1,200.00	$ 1,200.00	00.00
	Consultive service								
	Staff In-Service, Diagnostical, Expertise, Evaluation			15 days	$50.00 & $75.00 per day		1,253.00	1,253.00	00.00
							$ 2,453.00	$ 2,453.00	
200	MATERIALS AND SUPPLIES								
	See page 37 for itemized description and cost of instructional materials						$ 1,472.44	$ 1,472.44	00.00
	See page 38 for itemized description and cost of test.						782.15	782.15	00.00
	Other instructional supplies paper, file folders, staples, etc.						1,837.41	1,837.41	00.00
							$ 4,092.00	$ 4,092.00	
200	TRAVEL								
	Travel between the three schools in the project, out of state and instate travel						$ 1,574.00	$ 1,574.00	00.00
					GRAND	TOTAL	$44,967.00	$44,967.00	

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 600

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
600	OTHER EXPENSE								
	Telephone service, rental and toll service			12 months			$386.00	$386.00	00.00

12

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 700

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
700	MAINTENANCE								
	Maintenance and repair of equipment						$30.00	$30.00	00.00

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 800

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
300	FIXED CHARGES								
	Social Security 5.2% of salaries						$ 1,600.00	$ 1,600.00	00.00
	Teachers Retirement 3.5%						250.00	250.00	00.00
	Workmen's Compensation						100.00	100.00	00.00
	Insurance contribution for Coordinator						284.00	284.00	00.00
							$ 2,234.00	$ 2,234.00	

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 830

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
830	RENTAL								
	Rental of office facilities October 1, 1970 to August 31, 1971			11 months	$98.18		$1,080.00	$1,080.00	00.00

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 1230

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
1230	EQUIPMENT								
	File Cabinets			2	$90.00		$ 180.00	$ 180.00	00.00

B-71-3

PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P. L. 89-10, AS AMENDED

Name and Address of Local Educational Agency:
East Charles Mix Independent School District
No. 102, Wagner, South Dakota 57380

Project Number: 51-0002-6

Budget Period of this Report
from Sept. 1, 1971
to Aug. 31, 1972

Report Purpose: Check One
- [X] Proposed Budget Summary
- [ ] Negotiated Budget
- [ ] Quarterly Expenditure Report
- [ ] Final Expenditure Report

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-Professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100	2126.00	600.00	50.00	300.00				3076.00		
2. Instruction	200	10624.00	29010.00	2750.00	3308.00	1630.00			47.322.00		
3. Attendance Services	300										
4. Health Services	400										
5. Pupil Transportation Services	500										
6. Operation of Plant	600							400.00	400.00		
7. Maintenance of Plant	700							200.00	200.00		
8. Fixed Charges (Except 830)	800							2682.00	2682.00		
9. Leasing of Facilities	830			1080.00					1080.00		
10. Food Services	900										
11. Student Body Activities	1000										
12. Connumity Services	1100										
13. Improvement to Sites	1210C										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	1220C										
16. Capital Outlay (Equipment only)	1230						1796.00		1796.00		
17. BUDGET TOTALS		12750.00	29610.00	3880.00	3608.00	1630.00	1796.00	3282.00	56556.00		
18. Obligations and Expenditures to Date											
19. Balances Available: Line 17 minus Line 18											

This fiscal report is correct and the expenditures included herein are deemed properly chargeable to the grant award.

(15) James P. Smith — July 10, 1971

Signature of Person authorized to receive grant — Date Reported

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 100

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
100	SERVICES Vouchers and payroll through applicant district, East Charles Mix Independent School District.								
	Fiscal record keeping 25 hr. per month @ $2.00		X	12 months	$ 50.00	$ 600.00			
	Audit of Records		X		50.00	50.00			
	Project coordinator will use 1/6 of his time for Administration and supervision		X	12 months	177.16	2,126.00			
100	MATERIALS AND SUPPLIES								
	Vouchers and bookkeeping supplies				50.00	50.00			
	printed envelopes and postage			1,000	.10	100.00			
	Stamps					20.00			
	Stationery			2,000 sheets	.015	30.00			
	Miscellaneous office supplies File folders, paper, pens, Staples, typewriter ribbons, and other consumable supplies.					100.00			
						$3,076.00			

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only: Expended or Obligated	For Continuation and Final Reports Only: Balance
200	SALARIES								
	Professional:								
	Project Coordinator	90%		12 months	$ 885.33	$10,624.00			
	Non-Professional:								
	18 Tutors	X		15,300 hrs	.$1.70 per hour	$26,010.00*			
	Clerk-Typist-Secretary	X		10 months	$300.00	$ 3,000.00			
200	CONTRACTED SERVICES								
	Consultive service Tutor Training			2 weeks		$1,200.00			
	Consultive service Staff In-Service			5 days	$100.00	$ 500.00			
	Consultive service Diagnostical Refer cases					$ 150.00			
	Consultive Services Expertice, Specialists, involvement, evaluation			12 days	$ 75.00	$ 900.00			
						$42,384.00			

* see attached reference for explanation of cost

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
200	Balance carried forward					$42,384.00			
200	MATERIALS AND SUPPLIES Testing materials for 945 students								
	Tests of Iowa Basic Skills are given to each student, the results are used to determine the students to be assigned to the program and for evaluation. 945 - students x 44¢- cost per student $415.80- This is paid for by the school who participates in the project.								
	The Durrell Listening - Reading test given to each student grades 1-6 1970-71 the test was given twice, for 1971-72 it will need to be given only once as we can use the results of the test given in May, 1971 to assign students to the 1971-72 program. This test is used for assignment and evaluation, the test will identify children with reading disability and measure the degree of retardation in reading as compared to listening.			950	.45	428.00			
	Other test materials such as Gray's Oral Reading Tests, Morrison-McCall Spelling scale, etc. used throughout the year.			(18)		150.00			
						$42,962.00			

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
200	Balance carried forward					$42,962.00			
	Instructional materials for each tutor as recommended by consultant. Additional materials to add to teaching kits purchased 1970-71.			18 tutors	30.00	540.00			
	Mimeograph paper			100 reams	.90	90.00			
	Miscellaneous supplies: file folders, staples, ribbons, pencils, notebooks, etc.					100.00			
	Instructional supplies for students, books, workbooks, reading labs, etc, as listed in project narrative. Supplies purchased 1970-71 will be availed for 1971-72.					2,000.00			
						$45,692.00			

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
200	Balance carried forward					$45,692.00			
200	TRAVEL 1-out-of-state trip for in-service training of coordinator to observe similar program. Available reading projects located in Indianapolis, Indiana and Los Angeles, Calif.			1 trip	350.00	350.00			
	Expenses of automobile for project coordinator to serve the three (3) cities in this cooperative project. Includes maintenance, gas, oil, and Insurance	X		12 months	90.00	1,080.00			
	In-State travel to University of So. Dak. and other required travel. Includes per-diem and travel.					200.00			
						$47,322.00			

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 600

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
600	OTHER EXPENSE								
	Telephone service, rental and toll service			12 months	33.33	$ 400.00			

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 700

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
700	MAINTENANCE Maintenance and repair of equipment					$200.00			

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 800

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
800	FIXED CHARGES								
	Social Security, Teacher Retirement, Workmen's Compensation, and Insurance Contribution								
	Social Security 5.2% of salaries $41,760.00					$2,172.00			
	Teacher's Retirement 3.5% of $6,000.00					210.00			
	Workmen's Compensation					50.00			
	Insurance Contribution for Coordinator					250.00			
						$2,682.00			

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 800

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
830	RENTAL Rental of office facilities September 1, 1971 to August 31, 1972.			12 months	90.00		$1,080.00		

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 1230

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
1230	EQUIPMENT								
	Video tape recorders - request being made to State Title III Office for equipment that may be available from previous discontinued Title III Projects in the state. One recorder for each school in the project. Video tape records will be used as described in project narrative and as recommended by Dr. Robert Zimmerman, evaluation consultant for State Title III Projects.			3	--------	00.00			
	If none are available, we request the purchase of one complete portable video tape recorder to use in all three schools.								
	1-video tape recorder			1		$1,650.00			
	3-reels tape ½ hr.			3	$ 21.95	66.00			
	2-reels tape 1 hr.			2	39.95	80.00			
						$1,796.00			
				(25)					

Submitted in reference to the total cost of tutors:

East Charles Mix District, Wagner, South Dakota

9 - Tutors - Enrollment grades 1-6 = 499
Ratio of one tutor for each 55 children

Andes Central District, Lake Andes, South Dakota

6 - Tutors - Enrollment grades 1-6 = 315
Ratio of one tutor for each 53 children

St. Paul's Indian Mission, Marty, South Dakota

3 - Tutors - Enrollment grades 1-6 = 131
Ratio of one tutor for each 44 children

We plan to have 18 tutors, 5 hours per each school day for a total of 170 days.

18 tutors	X 5 hours per day	= 90 hours
90 hours	X 170 school days	= 15,300 hours
15,300 hrs.	X $1.70 per hour	= $26,010.00

Submitted in reference to Section B - line - 2 & 3

The East Charles Mix District plans to set up a Tutor Reading Program under Title I Funds, if the reading program presently being demonstrated by Title III proves to be a successful program. Mr. Jim Smith, Superintendent of Schools, has expressed his opinion that if the Title III Reading Project presently being demonstrated proves to be as successful as it appears to be at this stage of the finding, he plans to set up this same type of reading program under Title I. Mr. Smith feels that until we have secured evidence over a time proven period, it would not be feasible to divert his Title I Funds at this time.

Superintendent William Carda states that it is not possible for them to divert local funds for the Title III Project for the following reasons.

In analyzing information for the Division of Statistical information of the Department of Public Instruction with that of the Andes Central District's anticipated annual report, it became evident that the Andes Central District will receive approximately $30,000.00 less in state aid for FY-71.

Andes Central's valuation is $6,107,080. on Ag. property and $2,546,244. on non-ag property. One mill on non-ag property with the corresponding ½ mill on ag property will provide $5,600.00 in the tax revenue. Therefore, just to make up for the loss of state aid will require mill levy increases of 5.36 and 2.68 mills respectively. Since Andes Central's current mill levies are 33.52 and 20.76, next years levies will be 38.88 and 23.44 mills; without even figuring the normal increase in operation.

The normal increase for Andes Central for next year according to a preliminary study, the 1971-72 operating budget indicates that an increase of $28,000.00 will be needed in the General Fund. Andes Central can raise only $6,272.00 before they would reach their legal maximum limitation. Therefore, even if Andes Central levies 40 and 24 mills respectively, they will be about $20,000. short of meeting the 1971-72 anticipated obligations.

It might be asked concerning the efficiency of the operation of the Andes Central District. The following information is submitted to show that a concerted effort is being made.

The executive secretary of the Associated School Boards of South Dakota made an analysis of the 1969-70 per pupil and classroom unit costs in twelve year school districts from data obtained from the Department of Public Instruction. The midpoint figure for educating a child in South Dakota was $637.47. The comparative figure for Andes Central was $558. Only 8 per cent of the schools in South Dakota showed a smaller figure and in schools of Andes Central's classification according to enrollment, only 6½ per cent indicated a lower figure than $558.

The classroom unit average cost was $ 2,041. At Andes Central, the comparative figure was $11,204.

The S.D.E.A. has indicated that over half of the schools use a salary schedule. The average minimum salary for a B.A. degree teacher was $6149. during the 1970-71 school year. Andes Central comparative salary is $6000. Comparison of non-certificated employees also show Andes Central to be paying lower salaries than the state average.

Department of Public Instruction statistics on transportation indicate that the average cost for transporting a child with privately owned vehicles was $123.90 and with district owned vehicles the cost was $91.15. The comparative figure at Andes Central was $68.97. A comparison of cost per mile indicated similar statistics.

Information obtained from the Department of Public Instruction to be used in computing state aid for 1971-72 indicated that assessments are higher in Andes Central District than the state average. Andes Central rural ratio factor is .954 and the urban ratio factor is .782.

The St. Paul's Indian Mission has indicated that they do not have funds available to give local support to the Title III Lay Tutor Reading Project.

SUPPLEMENTARY SCHEDULE
Anticipated Monthly Expenditures

MONTH	SALARIES		Contracted Services	Materials and Supplies	Travel	Equipment	Other Expenses	Monthly Totals
	Professional	Nonprofessional						
September	2,125.00	6,496.00	690.00	1,000.00	230.00	1,796.00	750.00	13,087.00
October	1,067.00	3,273.00	340.00	1,000.00	140.00		132.00	5,952.00
November	1,062.00	3,273.00	540.00	536.00	140.00		50.00	5,601.00
December	1,062.00	3,273.00	272.00	536.00	440.00		750.00	6,333.00
January	1,062.00	3,273.00	690.00	536.00	90.00		50.00	5,701.00
February	1,062.00	3,273.00	340.00		90.00		50.00	4,815.00
March	1,062.00	3,273.00	130.00		90.00		750.00	5,305.00
April	1,062.00	3,273.00	90.00		140.00			4,565.00
May	1,062.00	50.00	540.00		90.00			1,742.00
June	1,062.00	50.00	180.00		90.00		750.00	2,132.00
July	1,062.00	103.00	68.00		90.00			1,323.00
August								
TOTALS	12,750.00	29,610.00	3,880.00	3,608.00	1,630.00	1,796.00	3,282.00	56,556.00

PART - II

NARRATIVE REPORT

Lay Tutor Reading Improvement Program

East Charles Mix Independent School District #102
Andes Central Independent School District #103
St. Paul's Indian Mission

Submitted by

East Charles Mix Independent School District #102
Wagner, South Dakota
July 10, 1971

PART II

NARRATIVE REPORT

SECTION A: EVALUATION

1. The extent to which the actual antecedents were representative of the intended antecedents.

   a. The Students:

      The project was developed for students of elementary school age whose reading performance as measured by reading tests was below present grade placement level.

      The program involved working with 167 children who had the above characteristics. They were divided among the participating school as follows:

East Charles Mix	76
Andes Central	67
St. Paul's Indian Mission	24

The number of Indian children participating from each school were:

East Charles Mix	12
Andes Central	23
St. Paul's Indian Mission	23

All students enrolled in the participating schools were evaluated for level of reading performance. All students reading below grade level could not be accommodated in the program. In the participating schools 366 students showed reading test results below grade level. Tests used included

the Iowa Basic Skills in Reading Test and the Durrell Listening Reading Test. The children with the most severe reading disabilities were selected upon recommendations from the teachers in grades one to six.

b. The Teaching Staff:

The project was designed to utilize lay tutors to work on a one-to-one basis with students. Twenty-one tutors were employed and given eighty hours of intensive inservice training by a consultant employed for that purpose. The number of tutors was not adequate to work with all students whose reading performance was below standard. The tutorial staff was adequate for the number of students selected for participation. One full time project coordinator and a secretary were also employed.

c. Specialists and Consultants:

Consultants were used for inservice training, for advice on methods and materials, for program evaluation and for planning the continuation of the project. Consultant services used were essentially the same as those planned in the original proposal. A list of consultants used along with the purpose follows.

Consultant	Time	Purpose
Kay Goranson	Oct. 12-16	Tutor training and staff inservice. Recommendations for materials and procedures.

Kay Goranson	Feb. 15-19	Advance inservice training of tutors. Tutor observation and evaluation.
Dr. Leo M. Harvill	Sept. 29 Oct. 6 & 13	Development of attitude scale.
	June 7-11	Evaluation. Statistical Data.
Dr. M. A. Schuurmans	March 29	Referral of eye problem.
Lloyd Duenwald	June 16	Evaluation report.

d. Commitments:

Commitments made in the original proposal were essentially met for the first year of the project.

e. Financial Needs and Resources:

The project budget was adequate to operate the program at its present level. It was inadequate, however, to meet the needs of all students with reading deficiencies in the participating schools.

f. Time Requirements:

The activities scheduled in the original project application took place at approximately the times scheduled in the PERT Chart.

g. Facilities, Equipment and Materials:

Adequate space for the tutorial sessions was not available at the schools in Lake Andes and Wagner. Places to work were improvised and the space problem did not severely limit the program effectiveness. Materials acquired through the project satisfied the needs for which they were purchased

and were available when needed. There is a need for a video tape recorder to record presentations at training sessions to be replayed for future training purposes. This piece of equipment would greatly facilitate continuation of the program after present project support is not available.

2. Transactions: The extent to which the transactions and activities intended in the project actually occurred.

Lay-Tutors:

The major intent of the program was to provide lay - tutors to work on a one-to-one basis with elementary students with reading handicaps.

Twenty-one tutors provided 8,620 total hours of tutoring; 4,735 hours at East Charles Mix, 2,685 hours at Andes Central, 1,200 hours at St. Paul's Indian Mission.

The tutors were assigned to schools in the project area on the basis of school enrollment. Ten tutors were assigned to East Charles Mix Elementary, two tutors to Pickstown Elementary, five tutors to Andes Central and three tutors to St. Paul's Indian Mission. A record was kept of each tutorial session, these records are on file in the project coordinators office along with a compilation showing the total hours of tutoring for each child involved in the program. A copy of both forms are attached to this report.

Inservice Training:

The inservice training of tutors was conducted as planned. The tutors received one week of training October 12 to 16.

At the same time three staff inservice meetings were conducted. A second week of training for tutors took place February 15 to 19. During this time the consultant charged with the training responsibility observed tutors in action and tailored the training program to meet the needs observed. The tutors were visited and observed by the project coordinator throughout the year and recommendations and suggestions were made in conferences with the tutors. Student progress reports were made by tutors and copies were supplied to teachers and parents of the students involved.

The inservice training of teaching staff members was less extensive than originally planned. Lack of financial resources and lack of teacher time for inservice training were limiting factors.

Parent Conferences:

Parent conferences were arranged with tutors in addition to the parent - teacher conferences. A written report of the students progress along with written recommendations were supplied to parents at that time. (See form attached.)

Testing:

The following tests were administered as part of the program.

Test	Date
Durrell Listening - Reading Test All Schools	October, 1970
Iowa Test of Basic Skills Wagner	September, 1970 March, 1971
Iowa Test of Basic Skills Lake Andes	March, 1970

Iowa Test of Basic Skills
St. Paul's Indian Mission March, 1970

Test results were tabulated and analysed

Instructional Materials:

The following instructional materials were purchased for use of tutors in the project. All materials were received approximately when anticipated and utilized in the program.

Materials	Cost
24 Thorndike - Barnhart Dictionaries	$ 133.92
22 Remedial Training by Gillingham & Stillman	275.00
22 Phonic Drill Cards	33.00
22 Phonic Word Cards - Jewel Case	154.00
70 Word Attack Manuals with Tests	140.00
22 Word Attack Manual Key	22.00
12 Royal Road Reader Introductory Sets	180.00
12 Martin Mooney's Minute Mysteries Casebook #1	7.20
12 Martin Mooney's Minute Mysteries Casebook #2	7.20
12 Martin Mooney's Minute Mysteries Casebook #3	7.20
12 Royal Road Readers Book 1 Part 1	10.20
12 Royal Road Readers Book 1 Part 2	10.20
36 Spelling Workbook Book #1	21.60
40 Spelling Workbook Book #2	30.00
29 Spelling Workbook Book 4-6	36.25
22 Spelling Workbook Book 7-12	33.00
14 Learning the Letters (Set of 6)	21.00
6 Reading Comprehension Book #1	7.20
6 Reading Comprehension Book #1 Keys	NC
41 Reading Comprehension Book #4	49.20
18 Reading Comprehension Book #4 Keys	NC
22 Solving Language Difficulties	33.00
36 Wordly Wise Book #1	48.60
17 Wordly Wise Book #1 Keys	12.75
15 Wordly Wise Book #2	20.25
10 Wordly Wise Book #2 Keys	7.50
7 Wordly Wise Book #3	9.45
6 Wordly Wise Book #3 Keys	4.50
1 Wordly Wise Book #4	1.35
1 Wordly Wise Book #4 Key	.75
4 Wordly Wise Book #5	5.40
4 Wordly Wise Book #5 Keys	3.00
19 Programmed Phonics Book #1	14.25
19 Programmed Phonics Book #2	14.25
12 Guide and Script to Programmed Phonics Book #1 and Programmed Phonics Book #2	6.00

8	Primary Phonics Book #1 (Workbook)	$ 8.00
7	Primary Phonics Book #2 (Workbook)	7.00
4	Primary Phonics Book #3 (Workbook)	4.00
6	Primary Phonics Storybooks (Set of 10)	15.00
14	Efficient Study Skills	7.00
4	Efficient Study Skills Keys	2.00
3	Learn to Write Book #1	2.70
3	Structures and Techniques	9.00
3	Magic Squares Game Book	2.85
3	Magic Squares Game Book Keys	1.80
3	A First Course in Phonic Reading	2.70
3	A First Course in Phonic Reading Keys	1.50
1	Ginn Tutorial Guide	18.75
1	Ditto Master Unit - Phonics G	3.50
1	Ditto Master Unit - Phonics H	3.50
1	Ditto Master Unit - Phonics J	3.50
1	Ditto Master Unit - Phonics K	3.50
6	Teachers Edition of First Steps in Spelling	14.40
22	Masonite Boards	2.52

Tests	Cost
Durrell - Listening Reading Test Form DE:	
8 Boxes of Primary Tests	$ 72.00
12 Primary Manuals	9.60
20 Primary Keys	6.00
18 Boxes of Intermediate Tests	210.60
2 Intermediate Manuals	1.60
20 Intermediate Keys	6.00
9 Boxes of Advanced Tests	81.00
9 Advanced Manuals	7.20
20 Advanced Keys	25.00
Durrell Listening - Reading Test Form EF:	
9 Boxes of Primary Tests	81.00
12 Primary Manuals	9.60
21 Primary Keys	5.25
19 Boxes of Intermediate Tests	222.30
3 Intermediate Manuals	2.40
21 Intermediate Keys	6.30
12 Packs of Gray Standard Oral Reading Paragraphs	28.80
50 Gray Standard Oral Reading Paragraphs Directions	7.50

3. Objectives and Intended Outcomes: For each objective in the proposal cite evaluation data that relates to the progress.

The major objective of the project was to demonstrate that lay tutors can be trained and used effectively in a one-to-one tutorial program for the purpose of improving the reading performance of elementary age students with reading problems.

The evaluation was based largely on the measurable progress made by students over the project period. An evaluation report analyzing test results and attitude change of teachers and tutors was prepared by Dr. Leo M. Harvill of the University of South Dakota. The full text of this report follows:

EVALUATION REPORT

This report consists of five sections: (1) the results of the attitude scale for teachers and tutors and of the written comments of the teachers, (2) the results of the analysis of the Durrell Listening Reading Test, (3) the results of the analysis of the Iowa Test of Basic Skills Reading Test, (4) the results of the Gray Oral Reading Test and the Morrison-McCall Spelling Scale, and (5) a summary statement.

Teachers and Tutors

The results of the analysis of the attitude scale are given in Table I. It can be seen that both teachers and tutors showed slight gains from pre-test to post-test. The gains were not significant. The correlations of .576 and .419 for teachers and tutors between pre-test and post-test indicate some degree of long-term test-retest reliability for the instrument. And, finally, there was a significant difference between the scores of the tutors and the scores of the teachers on both the pre-test and the post-test with the tutors having the more positive attitudes toward the program. The items which received the lowest scores from the teachers were concerned with the amount of training for the tutors.

In looking at the written comments of the teachers, this shows up again. Many of them suggested more training for the tutors. They also suggested that there be more conferences and communication between the teachers and tutors, that the program be expanded, and that

the tutors might be able to work with more than one student at a time. They did report good personal relationships between tutors and students, positive affective changes in students, and cognitive gains in students. Many of the teachers, however, did not like the disruptions that the program caused in their regular activities and some of them did not like the use of rewards such as candy and gum. In general, their comments were much more positive than negative as were their attitude scale scores.

TABLE I

RESULTS OF THE ATTITUDE SCALE FOR

TEACHERS AND TUTORS

	N	Pre-test Mean	Post-test Mean	Mean Gain	t-value
Teachers	24	102.21	103.58	1.37	.448
Tutors	17	123.82	126.41	2.59	1.039

Correlations between Pre-test and Post-test

Teachers	r= .576
Tutors	r= .419

Results of t-tests between Teachers and Tutors

Pre-test	t= 5.620**
Post-test	t= 4.745**

** Significant at $p < .01$

Analysis of the Durrell Listening Reading Test

Table II presents the mean scores on the Durrell test for the fall and spring tests as well as the mean gain. The mean number of hours tutored is also included. You will note that the Wagner first graders are not included in the analysis of the Durrell scores because they were not tested in the fall. It should also be noted that for the purposes of statistical analysis, a score of K was interpreted as 0.1. This interpretation may distort the data for the first grade to some extent. It can be seen from the pre-test and post-test means that the students in the project scored below the grade level they are in, in general. However, the mean gain is greater than the time elapsed from pre-test to post-test for five of the six grades. In other words, in comparison to the norm group for the Durrell test, five of the six grades have outdone that group.

Several correlations are given in Table III. The first column is the correlation of the pre-test with the post-test. It can be seen that the first three are small while the next three are substantially larger. This might lead one to question the long-range reliability of this test for the lower grades. The second column contains the correlations between the pre-test and the amount gained from pre-test to post-test. The high negative correlations indicate that the higher the pre-test score is, the less the gain is likely to be. This is not entirely unexpected. The third set of correlations are between the gain score and the number of hours tutored. Three of the correlations are positive; three are negative. None of them are significant. The

only conclusion that can be reached is that there is little or no relationship between the gain made on the Durrell test and the number of hours tutored.

Since results of the Durrell test were available for the students in the project schools who were not in the program, an attempt was made to establish a control group. While it was realized that the control and project groups were not randomly selected, some analysis was carried out anyway. The control group was identified as all students below the grade level they were actually in at the time of the pre-test. This group, while deficient, was probably not equivalent to the project group because the project group had been selected previously and had been identified as those students needing the most help.

With this in mind, analysis of covariance were computed for each grade between the control and project groups. The covariate was the pre-test and the criterion measure was the post-test. The results are given in Table IV. Only one of the six F values is significant with the control group doing better than the project group. The fact that five are not significant lends some support to the idea that project group was performing nearly as well as the control group. This result is positive in nature.

It was stated earlier that five of the six grades made more progress than might be expected when looking at the test norms. Table V presents the results of some t-tests to determine if the difference between the actual gain and that expected (based on test norms) was significant. It can be seen that mean gains for grades 2 and 6 are significantly greater than the expected gain of 7 months. This, again, is encouraging.

TABLE II

DURRELL LISTENING READING TEST MEAN SCORES

FOR THE 1970-71 PROJECT YEAR

	N	Pre-test Mean	Post-test Mean	Mean Gain	Mean Hours Tutored
Grade 1*	14	.729	1.586	.857	43.321
Grade 2	40	1.437	2.470	1.033	48.650
Grade 3	26	2.446	2.900	.454	54.346
Grade 4	21	2.710	3.705	.995	78.667
Grade 5	21	3.738	4.476	.738	54.762
Grade 6	21	4.200	5.395	1.195	62.429

*This does not include Wagner first graders because they were not pre-tested. Also, a score of K was interpreted as 0.1. This distorts the data to some extent.

TABLE III

CORRELATIONS INVOLVING THE SCORES FROM

THE DURRELL LISTENING READING TEST

	N	Pre-test with Post-test	Pre-test with Gain Score	Gain Score with Hours Tutored
Grade 1#	14	.147	-.935**	.281
Grade 2	40	.058	-.610**	-.289
Grade 3	26	.119	-.628**	-.207
Grade 4	21	.675**	-.456*	.224
Grade 5	21	.491*	-.566**	-.205
Grade 6	21	.587**	-.155	.170

* Significant at $p < .05$
** Significant at $p < .01$
\# This does not include Wagner first graders because they were not pre-tested. Also, a score of K was interpreted as 0.1. This distorts the data to some extent.

TABLE IV

RESULTS OF THE ANALYSIS OF COVARIANCE FOR

THE DURRELL LISTENING READING TEST

	F	df	Group with more gain
Grade 1#	3.616	1,25	Control
Grade 2	.217	1,67	Project
Grade 3	5.558*	1,82	Control
Grade 4	.764	1,78	Project
Grade 5	.097	1,91	Control
Grade 6	.369	1,101	Project

* Significant at $p < .05$

\# This does not include Wagner first graders because they were not pre-tested. Also, a score of K was interpreted as 0.1. This distorts the data to some extent.

TABLE V

RESULTS OF THE ONE-SAMPLE t-TESTS FOR THE

DURRELL LISTENING READING TEST

The null hypothesis is that each grade level will show 7 months gain from pre-test to post-test (approximate elapsed time).

H_o: Gain = .7 H_1: Gain .7

	N	Mean Gain	t-value
Grade 1#	14	.857	1.033
Grade 2	40	1.033	2.632*
Grade 3	26	.454	-1.789
Grade 4	21	.995	1.934
Grade 5	21	.738	.244
Grade 6	21	1.195	2.569*

Analysis of the Iowa Test of Basic Skills Reading

Test for Wagner

Only the results from Wagner were used in analyzing this test because it is the only school that gives the test in the fall and spring of each year. Since the test is not designed for first and second graders, only results for grades three through six are presented.

Table VI gives the pre-test and post-test means and the mean gain for the 1970-71 project year. The tests were administered approximately seven months apart. Again it can be seen that the pre-test and post-test means are below grade level but that three of the four mean gains are over .7 and the other one is .691. Table VII gives the pre-test and post-test means and the mean gain for previous years. These results were used mainly to establish a baseline for some t-tests and they will be discussed later.

Table VIII presents the results of the analysis of covariance for the Iowa Test of Basic Skills Reading Test. A control group as previously discussed was pitted against the project group. The pre-test was the covariate and the post-test was the criterion measure. None of the four F tests is significant. This is a positive note as far as the project is concerned when the make-up of the two groups is considered.

Table IX contains the results of some t-tests to determine if the actual mean gains are significantly different from what might be expected. Part A compares the actual mean gains with gains expected

from the test norms. The gains for grades three and four are significantly higher than the expected gain of seven months. Part B compares this year's gain with the gain made in previous years. Grade 4 had made a .943 gain the previous year and a 1.720 gain this year. The difference is significant. Grade 5 had an average gain of .518 over the previous two years and a .691 gain this year. Grade 6 had an average gain of .420 over the previous three years and a .880 gain this year. The last two differences are not significant.

TABLE VI

WAGNER IOWA TEST OF BASIC SKILLS READING

TEST MEAN SCORES FOR THE 1970-71 PROJECT

YEAR

	N	Pre-test Mean	Post-test Mean	Mean Gain
Grade 3	16	1.963	3.263	1.300
Grade 4	10	2.800	4.520	1.720
Grade 5	11	3.927	4.618	.691
Grade 6	10	5.060	5.940	.880

TABLE VII

WAGNER IOWA TEST OF BASIC SKILLS READING
TEST MEAN SCORES FOR THE YEARS PRIOR
TO THE 1970-71 PROJECT YEAR

	Pre-test Mean	Post-test Mean	Mean Gain
Grade 4			
1969-70	2.743	3.686	.943
Overall			.943
Grade 5			
1968-69	2.422	2.800	.378
1969-70	3.138	3.813	.675
Overall			.518
Grade 6			
1967-68	3.400	4.083	.683
1968-69	3.943	4.329	.386
1969-70	4.814	5.043	.229
Overall			.420

TABLE VIII

RESULTS OF THE ANALYSIS OF COVARIANCE

FOR THE IOWA TESTS OF BASIC SKILLS

READING TEST SCORES FOR WAGNER

	F	df	Group with more gain
Grade 3	2.586	1,42	Control
Grade 4	2.331	1,40	Project
Grade 5	.713	1,46	Project
Grade 6	.717	1,55	Project

None of the F values are significant at $p < .05$.

TABLE IX

RESULTS OF THE ONE-SAMPLE t-TESTS FOR THE WAGNER IOWA TEST OF BASIC SKILLS READING TEST FOR TWO HYPOTHESIZED POSSIBLE GAINS

A. The null hypothesis is that each grade level will show 7 months gain from pre-test to post-test (approximate elapsed time).

H_o: Gain = .7 H_1: Gain .7

	N	Mean Gain	t-value
Grade 3	16	1.300	2.853*
Grade 4	10	1.720	3.686**
Grade 5	11	.691	- .052
Grade 6	10	.880	.715

B. The null hypothesis is that each grade level will show a gain equivalent to the mean gain they have shown in previous year(s) from pre-test to post-test.

	N	Hypothesized Mean Gain	Actual Mean Gain	t-value
Grade 4	10	.943	1.720	2.808*
Grade 5	11	.518	.691	.986
Grade 6	10	.420	.880	1.828

* Significant at $p < .05$
** Significant at $p < .01$

Analysis of the Gray Oral Reading Test and the Morrison-McCall Spelling Scale

The only analysis completed on these measures was the computation of post-test (May) means. Nothing was done with pre-tests or gain scores because the pre-tests were administered at different times. The post-test means are presented in Table X. In general, the students are just slightly below grade level on the Gray test and nearly at or above grade level on the Morrison-McCall test. This is encouraging.

TABLE X

MEAN POST-TEST SCORES ON THE GRAY ORAL READING TEST AND THE MORRISON-McCALL SPELLING SCALE

	GRAY ORAL	MORRISON-McCALL
Grade 1	1.274	2.277
Grade 2	2.930	3.077
Grade 3	3.380	3.681
Grade 4	4.455	4.691
Grade 5	5.483	6.080
Grade 6	6.624	6.684

(1) The teachers and tutors both have positive attitudes toward the project. The tutors have a significantly higher attitude score than the teachers. The teachers' comments were favorable, in general.

(2) The analysis of the Durrell test scores lends support to the idea that the one-to-one tutoring has a positive cognitive effect.

(3) The analysis of the Iowa test scores indicates that the Wagner students in the project are making as much progress or more progress as can be expected when comparing students with the test norms or their own previous progress.

(4) The post-test means on the Gray test and the Morrison-McCall test indicate that the students are at or just slightly below their grade placement when compared with test norms.

(5) There are enough positive indicators to encourage the continuation of the program.

Teacher Evaluation Results

Teacher opinions concerning the program were solicited to determine teacher acceptance and to assist in planning and evaluation. Teachers were asked to respond to three questions, what things they liked about the project, what things they did not like and what suggestions or recommendations they had for program improvement. Twenty-eight teachers responded. An analysis of their remarks follows.

ITEMS TEACHERS LIKED ABOUT
THE PROGRAM

Item	Frequency
Interest and attention shown to by one-to-one relationship	13
Noticeable improvement in reading skills	9
Student enthusiasm for program	4
None or no comment	2
Warm human treatment given students	2
Work in phonics	2
Tutors were able to work independently without direction from teachers	1
Willingness of tutors to help children	1
Accomplishment rather than failure was stressed	1
Confidence children acquired	1
Good teacher - tutor relationship	1
Additional time available to teacher as a result of the program	1

ITEMS TEACHERS DISLIKED ABOUT

THE PROGRAM

Item	Frequency
None or no comment	10
Disruption of classes or students absence from class while in program	8
Tutors giving rewards of candy or gum	3
Not sufficient training for tutors	2
Did not reach enough students	1
Program not explained well enough to teachers	1
Inadquate space for tutoring	1
Lack of communication with tutors	1
Students not having tutorial session each day	1

TEACHER RECOMMENDATIONS FOR

PROGRAM IMPROVEMENT

Item	Frequency
None or no comment	8
More teacher - tutor communication	4
More training for tutors	2
Attempt to eliminate class disruptions	2
Use regular classroom materials in program	2

Item	Frequency
Allow classroom teacher to use materials used in tutorial program	2
Group tutoring rather than one-to-one	2
Schedule more sessions for some children	1
Teachers should supervise tutors	1
Start program earlier in the year	1
Expand program to include areas other than reading	1
Summer training program for tutors	1

4. Relate the achievements of the project to the needs that the project was to meet.

   The achievements of the project reported in the two previous items indicate that progress is being made in meeting the basic needs.

5. Report unanticipated problems that are important for potential adoptors to know.

   Potential adoptors should be aware that initially teachers have some apprehension about lay tutors working with students in a reading program. When progress becomes noticeable teachers become supportive of the program.

   Traditional teachers express some concern about the disruption of class time caused by students moving to tutorial sessions.

6. Describe your dissemination activities and report on the extent of effectiveness.

In accordance with Title III guidelines no attempts were made to disseminate information about the project outside of the project area.

Parent - Tutor Conferences and tutor reports to parents were provided to keep parents informed about student progress and about program operation. A copy of the written report to parents is attached.

News stories describing the program were prepared for local newspapers.

Much information is spread by word of mouth in communities the size of those involved in the project.

The project coordinator appeared before civic groups to describe the project.

7. Attach information which indicates the extent of involvement with non-public schools.

St. Paul's Indian Mission is the only non-public school in the project area. Students at Marty Mission participated to the same extent as the students in the public schools of the area. The school has an enrollment of 134 students in grades one to six. Twenty-four students participated in the program for a total of 1,200 tutorial hours.

8. Attach copies of relevant or significant materials, bibliographies, etc. that have been developed.

The project was not designed to develop materials. None were developed.

SECTION B: PROPOSED PROGRAM CHANGE

1. Justification

a. Identify and describe the role of those involved in planning.

The teachers in grades one to six in the project schools were surveyed to determine what changes in the program they desired. The results of this survey are reported in a previous section of this report. (See Section A - 3.)

The project coordinator met with the administrators of the three school districts to plan the program continuation and change.

Recommendations of the on-site visitation team, outside evaluators, and the State Department of Public Instruction Evaluation Consultant were given consideration.

b. Report the data, experience, or other information to which the proposed changes respond to.

No major changes were recommended by the individuals or groups involved with planning. No major program changes are requested.

2. Program Amendment: Include alterations of, additions to, or retractions from the original approved project and previously approved amendments for.

a. Antecedents

In the original proposal the statement is made that all students who read below their grade level would participate in a one-to-one tutor - student reading instruction program.

It was discovered in the testing program that 366 students in the project area read below grade level. It was possible to work with only 167 of these students. Financial resources do not permit the recruitment of a sufficient number of tutors to accommodate all students reading below grade level.

b. Transactions

No major changes needed.

Some minor changes in procedures will result from recommendations of evaluators.

c. Objectives and outcomes

No changes.

3. Evaluation

a. Product Evaluation

Instrument Title or description	Purpose	Time
Durrell Listening - Reading Test - all schools - all students	serve as pre-test	May, 1971
Iowa Test of Basic Skills - East Charles Mix - Andes Central	serve as pre-test	March, 1971
Gray Oral Reading - all students in tutorial program	Progress evaluation	Sept., 1971 Feb., 1972 May, 1972
Morrison - McCall Spelling Scale	Progress evaluation	Sept., 1971 Feb., 1972 May, 1972
Iowa Test of Basic Skills - East Charles Mix - Andes Central	Student evaluation	Sept. March

b. Process Evaluation: Describe procedures to determine the extent to which antecedents and transactions will be measured quantitatively and qualitatively.

Tutor logs will be maintained. Indicators of student change in the affective domain will be indicated by tutor and teacher observations.

A teacher and tutor attitude scale will be administered and compared to the results obtained from the same scale the previous year.

The ability of tutors to apply the skills they have learned will be measured through observation by the reading consultant, Mrs. Kay Goranson. A written report of these observations will be made.

As part of the on-going evaluation student progress will be traced by the study of the daily logs kept by each tutor. Additional feedback will be provided by a study of the regular reports of student progress to parents.

c. Describe the plan for data analysis.

The services of an evaluation specialist, Dr. Leo M. Harvill will be engaged for the purpose of analyzing data from the project.

d. What amount is budgeted for evaluation?

Approximately $4,500.00. This amount includes the cost of the consultant, the time spent by the project coordinator, the secretarial time, and the cost of test materials.

4. Dissemination Strategies

Parent conferences will be scheduled.

The project coordinator will meet with teachers and administrators in each of the project schools to report project information and progress.

News stories will be prepared for the local newspapers.

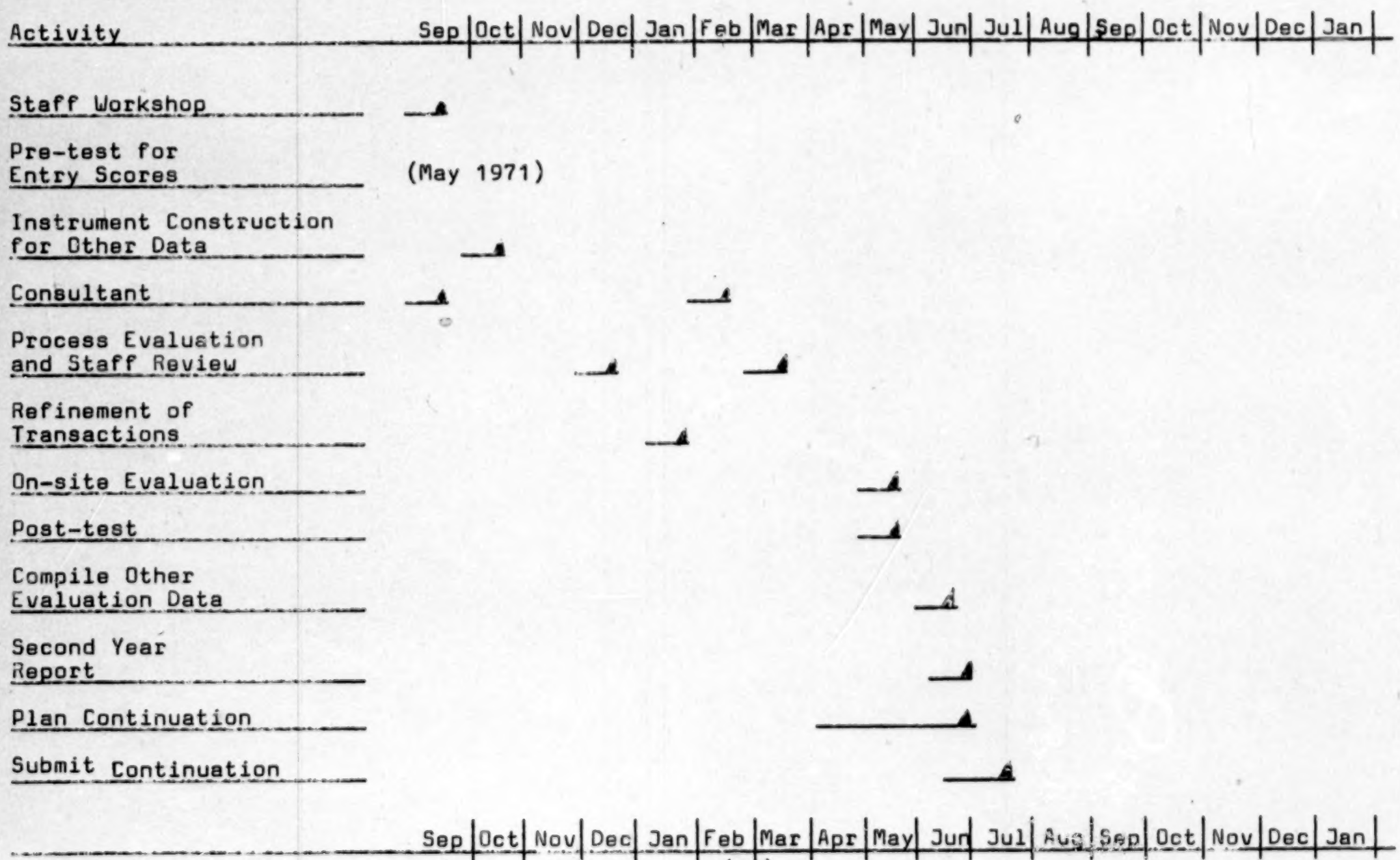
The project coordinator will continue to meet with civic groups to provide information about the project.

Information about the project will be supplied to the Title III Office of the Department of Public Instruction for broader distribution.

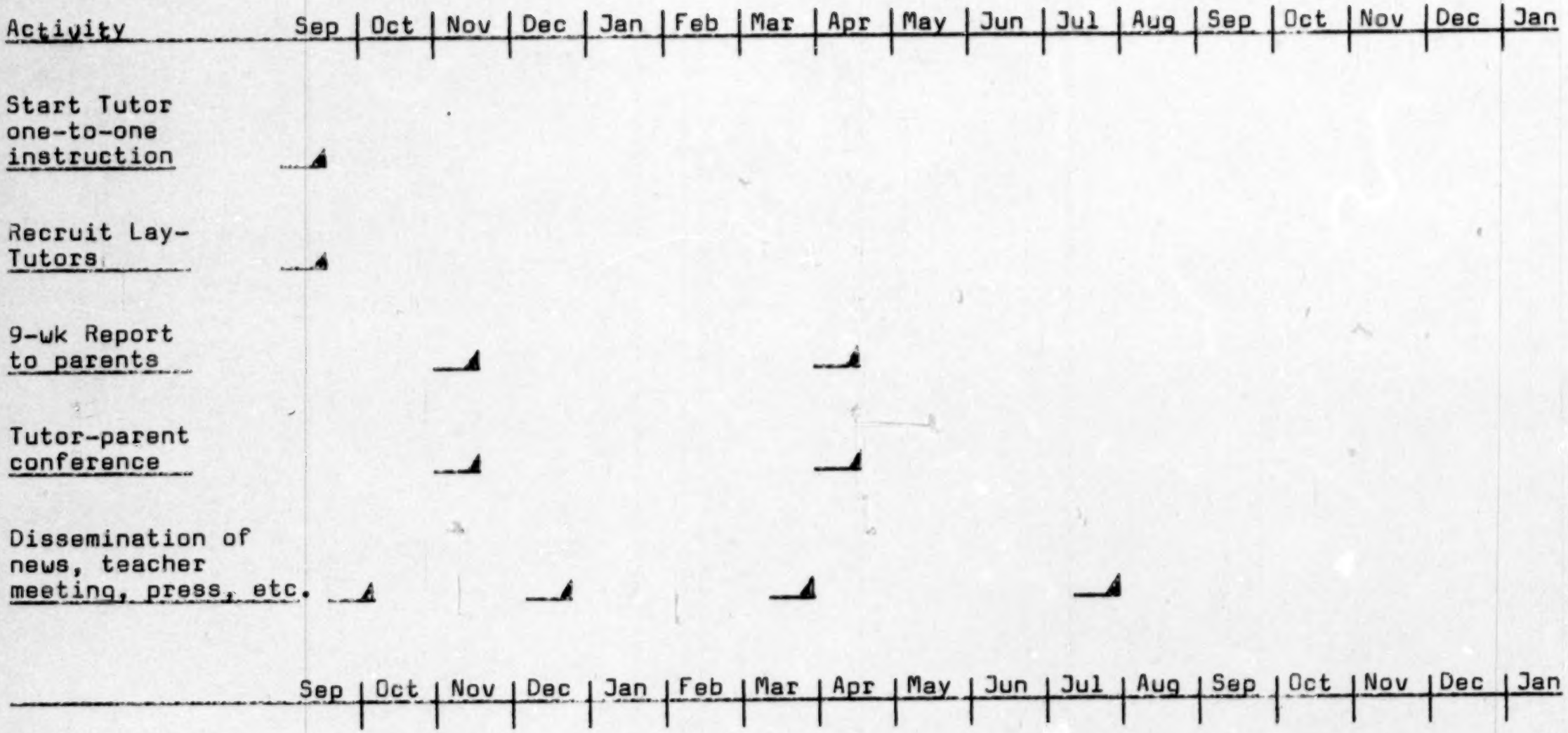
5. Attach a schedule of the critical tasks and activities to be performed which includes appropriate time reference.

(See Activity Schedule Attached.)

Similated Activity Schedule



Similated Activity Schedule



TITLE III, ESEA TUTOR READING PROGRAM

STUDENT CUMULATIVE RECORD

Student Name_____ Grade_____ Tutor_____

Month_____, 1971

Complete this form at the end of each student tutor period.

Week Day	Date	Tutor Time	Total Min.	Brief description of daily instruction include test given, results, any remarks to help in evaluation.
		From To		
		From To		
		From To		
		From To		
		From To		
		From To		
		From To		
		From To		
		From To		
		From To		

Durrell Listening - Reading Test Scores: October 20, 1970

Potential Reading Grade Equivalent Score:_____

Actual Reading Grade Equivalent Score:_____

Iowa Tests of Basic Skills: , 1970

Reading Score Percentile:_____

Grade Equivalent:_____

TITLE III, ESEA
Elementary Schools - Reading Project
Andes Central - East Charles Mix - Marty Mission
Wagner, South Dakota 57380
Phone: 384-3261

TUTOR REPORT TO PARENTS: , 1971

Student's Name:_____ Grade:_____

Parent's Name:_____ Tutor:_____

Summary of Progress, Remarks, and Recommendations:

(over)

TITLE III, ESEA
Elementary Schools - Reading Project
Andes Central - East Charles Mix - Marty Mission
Wagner, South Dakota 57380
Phone: 384-3261

Teacher's Name_____ School_____

TEACHER EVALUATION:

We are asking you to help us improve our Project for next year. I know you are busy and have many other year end reports, but please do me a favor and complete this report. THANK YOU.

I. Things you liked about the Project this year.

II. Things you did not like about the Project.

III. Suggestions for improving the Program next year. Write this in a positive manner, by this I mean that I am not looking for criticism of this year's Program, but rather ideas that will improve the Program next year. This section is important to me, so please give it some thought.